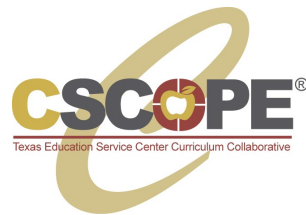


## Continuing with Literary Nonfiction



## Lesson Preparation

Daily Lesson 22	READING	
	TEKS	Ongoing TEKS
	E1.Fig19A,B E1.2C E1.6A E1.7A	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Literary analysis of genres improves the reader's ability to determine author's purpose and message.</li> </ul> <p>— How does understanding of a genre help to determine the author's purpose and message?</p> <ul style="list-style-type: none"> <li>Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message.</li> </ul> <p>— How do authors of nonfiction convey a message?</p>	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Figurative language</li> <li>Sensory language</li> <li>Irony</li> <li>Sarcasm</li> <li>Paradox</li> <li>Vignette</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Writer's Notebook (1 per student)</li> <li>Reader's Notebook (1 per student)</li> <li>Teacher Reader's Notebook (1)</li> <li>Examples of literary nonfiction texts from Daily Lessons 19 and 20</li> <li>Music video</li> <li>Collages from Daily Lesson 20</li> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>	<ul style="list-style-type: none"> <li>Handout: <b>Elements of a Vignette (1 per student)</b></li> </ul>	

Daily Lesson 22	READING
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Select a music video to demonstrate the concept of a vignette.</li> <li>3. Use the text from Daily Lesson 19 to model making a personal connection to an underlying theme and writing a vignette.</li> <li>4. Locate collages from Daily Lesson 20</li> <li>5. Refer to: <b>English 1 Unit 01 Writing Appetizer</b>. Prepare accordingly.</li> </ol>
<b>Background Information</b>	<p>Irony - <b>a literary technique used to create meaning that seems to contradict the literal meaning or events</b> (e.g., verbal, situational, dramatic)</p> <p>Verbal irony - <b>the use of words in which the intended meaning is contrary to the literal meaning</b> (e.g., I could care less)</p> <p>Situational irony - <b>a literary technique for implying, through plot or character, that the actual situation is quite different from that presented</b></p> <p>Dramatic irony - <b>a dramatic device in which a character says or does something that they do not fully grasp, but is understood by the audience</b></p> <p>Sarcasm - <b>a bitter form of irony, intended to taunt or hurt</b></p> <p>Paradox - <b>a seemingly contradictory statement that on closer scrutiny reveals a deeper truth</b> (e.g., <i>life is but a dream</i>)</p> <p>This Instructional Routine partially assesses Performance Indicator: <i>After reading a literary nonfiction text, create a simple graphic organizer or write brief comments to examine how figurative and sensory language support the author's perspective and message. Make a personal connection to the text and write a vignette exploring the underlying theme in your personal life.</i></p>
<b>Teacher Notes</b>	This Performance Indicator will continue in Daily Lesson 23.

## Instructional Routines

Daily Lesson 22	READING
<b>Duration and Objective</b>	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students examine the use of figurative and sensory language in a literary nonfiction text and make a personal connection by analyzing the theme.</p>
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Review Vocabulary of Instruction and ask students to provide examples of each.</li> <li>2. Display Performance Indicator: <i>After reading a literary nonfiction text, create a simple graphic organizer or write brief comments to examine how figurative and sensory language support the author's perspective and message. Make a personal connection to the text and write a vignette exploring the underlying theme in your personal life.</i> Clarify expectations as needed.</li> <li>3. Show the selected music video. Ask: <b>What are similarities between this music video and the nonfiction texts we have been reading?</b> Briefly discuss responses.</li> <li>4. Ask: <b>How does the video capture a moment which illustrates one of the underlying themes of the song?</b> Discuss responses.</li> <li>5. Display and distribute Handout: <b>Elements of a Vignette</b>. Review with students.</li> <li>6. Explain to students that they will use the universal questions they created in Daily Lesson 21 to make personal connections to the underlying themes of the literary nonfiction texts they have read in their <b>Collaborative Groups</b>.</li> <li>7. Use the universal questions generated by the class for the literary nonfiction text from Daily Lesson 19 to model making a personal connection and begin a vignette.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Students create a simple graphic organizer or write brief comments to examine how figurative and sensory language support the author's perspective and message in a literary nonfiction text.</li> <li>2. Students make a personal connection to literary nonfiction texts and begin writing a vignette using Handout: <b>Elements of a Vignette</b>.</li> <li>3. Monitor and provide assistance as needed.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Ask: <b>How does making a personal connection to a text help us understand an author's message and/or perspective?</b> Discuss responses.</li> </ol>